

1950

A series of units correlating remedial reading and speech, Nashua junior high school, Nashua, New Hampshire

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SCHOOL OF EDUCATION

Service Paper

A SERIES OF UNITS
CORRELATING
REMEDIAL READING
AND
SPEECH
NASHUA JUNIOR HIGH SCHOOL
NASHUA, NEW HAMPSHIRE

Submitted by

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for the degree of Master of Education 1950

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Chapter I

Selection of the Problem

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CHAPTER I

SPEECH AND REMEDIAL READING

I. Selection of the Problem

In our schools today we have an urgent need for training our youth in the correct way for speech, plus the ever increasing faulty reading habits. The classroom teacher is faced with this problem and the scarcity of available material on a secondary level presents further difficulty.

Teachers today recognize and attempt to understand the problems of the children and attempt to solve the difficulty.

This study has been selected because many children have reading as well as speech problems.

As a basis for the program the definite objectives are:

1. Child Interest
2. Careful Study and proper grouping of the pupils
3. Use of functional methods and materials
4. Definite program for visual aids
5. Program organized to show progress, and evidence of continual growth.

II. Scope

The remedial reading program was organized three years ago, as an experiment in the Nashua Junior High School. Many children, having a language difficulty are enrolled. Being a manufacturing city the school caters to a large transient population.

Each student having a problem in English because of faulty reading habits is recommended. Children with a language handicap are also recommended. The program covers the seventh, eight and ninth grade pupils who have an I. Q. of 90 or more. Selection during the past year has also been on the basis of parent or pupil asking for additional help.

Students are tested and the area of difficulty recorded for the cumulative records. All tests are given by the remedial reading teacher. Progress and tabulation forms are filed in the Principal's office, plus a duplicate form for the reading teacher. Tests, voice recording records, charts and graphs of each child's progress is tabulated and becomes a part of the students' cumulative record when the remedial program has been completed.

Children are excused from Art, Music or Guidance for the Reading Program. The English and Reading teacher plus the Guidance department are closely organized and function in unison.

This study will cover approximately one hundred students, equally divided between grades seven, eight and nine.

The visual aids used include a projection machine for flash card drill, speed drill, checking eye span and phrase exercises. Lantern slides made by the children or standard slides, voice recording machine using the disc record and a moving picture machine.

School library, public library and "travelling" sets of books supplement the library shelf. Work books are used in conjunction with text books, standard and check tests.

III. Justification of the Problem

An analysis and study of the remedial reading and speech problem had not been made for the Nashua Junior High School. The main objective of the reading program is to correct reading difficulties plus the common speech errors found in a school catering to children who have language accents related to the native tongue of their parents. Non-English speaking conditions prevailing in the home leave children with serious accent problems, which might be helped in a correlated speech and reading program.

Building such a reading and speech program, and evaluating the methods and procedures with the view toward building a sound workable program is the aim of the study.

IV. Limitations of the Study

This experiment was conducted in Nashua, New Hampshire Junior High School, Grades 7-8-9. This school is operating on a 6-3-3 system and divisions are based on the I. Q. of the individual child. In grades 8 and 9 the I. Q. plus pupil electives determines the divisions. The cumulative records transferred from the public elementary schools offer valuable guidance material, the records being started in Grade I.

However, many children coming from our local parochial schools have no records that are transferable. This group presents a group placement problem, the I. Q. tests being given by the Junior High Guidance Department.

Nashua has one Senior High School, one Junior High, six elementary schools plus four parochial schools, three being French parochial schools.

An industrial city of about 33,000 people about one-half French, plus Irish, Greek, Lithuanian, Polish and a few Armenian families.

In an industrial city the schools serve a large shifting population, which is an additional problem.

A major limitation is the adjustment of our parochial school pupils into our Junior High program. Added to this students from surrounding towns attend our Secondary schools. Several from this group attended one-room rural schools until they enter our system.

This remedial reading program has been in an experimental stage for the past two years. With a definite program based on research and evaluation this program will be a well organized, permanent part of the curriculum.

Our major limitations will be:

1. Lack of a definitely organized program.
2. The setup of the school program limits the number of students who could be helped.
3. Three periods weekly for any group will be the limit reserved for the Reading Clinic.
4. Although a speech correctionist is employed in the elementary department who handles serious cases, a similar program has not been introduced in the Secondary Department at present.

5. Many of the candidates are from non-English speaking homes. A program to reach the home and obtain parental assistance has not been developed.
6. Books are not available in the home, and reading or correct speech is not encouraged.
7. Available tests and material are scarce and much of the material is not of interest to children of this age.
8. Motivation of units is difficult because of the diversified interests of the groups.
9. The length of time to evaluate this study should be a period of two or three years. Therefore this report of one year presents only part of the program.

Remedial procedures correlating with speech are found in oral reading. Blackboard drills emphasizing phrasing correlate with Expression, Enunciation and Pronunciation. Oral discussion of the phrase improves comprehension of the story.

Skimming for the purpose of locating factual material also correlates with Speech. Reading orally the material or group discussion furnishes motivation for improved Speech.

Both reading and speech are activity skills. They both serve the purpose of fulfilling an emotional phase of our lives.

Personality is a correlating phase of Remedial Reading and Speech. A disorder of speech is almost invariably accompanied by serious disturbance of the whole personality. A disorder or failure to succeed in reading develops an emotional block that not only seriously affects personality but often results in a serious discipline problem.

An enthusiastic teacher, a selection of good materials varied to meet the level and interest of the group, worth while drills and the transfer of our speech drills to our every day speech will produce interest and results.

Chapter II

History of the Subject

CHAPTER II

READING AND SPEECH

"The history of modern education displays four clear examples of the effects of objectives upon content."¹

I. Reformation and the years afterward:

The religious objective was uppermost and chiefly religion.

II. Later education became secularized.

The reading content became largely secular.

III. During the 19th century, the literary aim rose to prominence, and the contents of readers was drawn from the fine writings of the greatest literary geniuses.

IV. Within the present generation, a scientific attitude has developed toward educational problems. With this attitude there has developed a recognition of the need for specific teaching of reading habits, and suitable content for this specific teaching is now appearing. The scientific attitude is represented by 3 main objectives of reading and literature courses.

1. Control of the mechanics of reading.
2. Comprehension and interpretation of what is read.
3. The attainment of general culture.

The modern school requires that teachers understand these objec-

¹Uhl, Willis L., Ph. D., The Materials of Reading. Silver Burdett and Ginn, 1941, pp. 195-200.

tives, plan courses with reference to them, and employ educational measurements to determine when or to what degree the objectives have been attained. The problem of remedial reading for the Junior High or High School pupil has been one long awaited item on the educational agenda.

We find in many of our cities children from homes where the English language is not spoken. We are living in a speaking age, radio, television and the controversial problems brought to the front as the result of our last war, being a few factors.

The war has increased the need for a definite remedial reading program. Examination and classification of men drafted during the war proved that there were many reading problems in our country.

"Not many years ago there was slight interest in the improvement of reading in any strata of education beyond that represented by the elementary school. Reading was considered to be an elementary school subject, and it was assumed that high school and college students had acquired reading skills to meet the successive demands made upon them".¹

"No doubt the most common reason for the failure of our people to make better use of speech is simply that our schools have not provided for instruction in it. No serious-minded person can accept the answer that our curriculum is already too crowded, that there simply isn't time for another program of instruction.

¹Strang Ruth, Improvement of Reading in High School and College. Science Press Printing Co. Lancaster Penn. PP. 10-11.

School administrators who have seen the need for speech education from one end of the country to the other have found a place for it. We know it can be done. The responsibility for our state of affairs in these cases lies squarely with the school administration."¹

The trends toward reading and speech are:

1. Greater attention will be given to the home and the attitude toward reading and speech displayed by the child's parents and his siblings. This can be one factor in the Reading and Speech Program.
2. Readiness for reading will become a dominating concern of good schools at all levels of instruction. Speech readiness is also a dominating concern of good schools.

Reading and Speech programs will become increasingly "functional." Again that is the aim of the correlated Speech Program.

The reading and speech program could be extended to encompass systematic instruction in the Junior high school and could include developmental reading and speech programs for the senior high school and college.

The aims of this program were :

1. Increased attention given to reading and speech as a phase of communication.
2. Readiness material provided every child with an opportunity

¹The Bulletin of the Nat. Association of Secondary-School Principals. Volume 32 Jan. 1948 Number 151 Nat. Ass. of Secondary School Principals, Washington, D. C.

to best serve his needs when he is ready to speak or read.

"As one result of a widespread adoption of a developmental philosophy, increased attention will be given to individual differences."¹

¹"Trends in American Instructions" pp. 256-257

Organization of the Program

Candidates will be selected from Grades 7, 8 and 9.

Each candidate must have an I. Q. of 90 or above.

The candidate cannot be more than two years retarded on their reading grade level. The reading grade level will be determined by a standard reading test. The reading test will be administered by the reading teacher.

Candidates may be recommended by:

1. The elementary school Reading Supervisor (Grade 6 pupils entering Grade 7)
2. The English teacher can recommend the candidate to the Guidance Counselor, checks the child's Cumulative Record and makes the recommendation to the reading teacher with information from the Cumulative Records.
3. If the child is failing in any subject and a reading difficulty is suspected the teacher of that subject can recommend the pupil to the Guidance Councilor. Checking Cumulative records for a history of the child's reading grades or any other material of importance, the Guidance Councilor can make the recommendation to the reading teacher.
4. If a child is failing English that pupil will be tested by the reading teacher to determine the reading grade level or the area of difficulty. A child showing a reading difficulty in any area (Vocabulary, Comprehension or Speed) will be assigned to the reading clinic.

5. Each child will be grouped according to area of difficulty providing it does not interfere with his A subjects. (A subjects included in New Hampshire State Program).
6. Pupils will be excused from Art, unless they are specializing in Art, Music, Auditorium, Guidance or Study for reading. (B subjects)
7. The reading teacher will not give the pupil a grade on his report card. However, extra points will be given according to the number of B subjects the child loses. The number of points are based on the Citizenship Point system of the school. This point system is based on averages received by the child.
8. The reading teacher makes the final decision of the candidate.
9. The reading teacher organizes the reading program, assigns the child to the reading clinic and determines the number of periods weekly for each child.
10. The reading teacher duplicates her program, pupil assignment weekly periods, I. Q. of the pupil and the reading grades of each pupil. One copy will be on file in the principal's office.
11. Information pertaining to each child will be on file in the guidance counselor's office.
12. Reading scores, area of difficulty, periods weekly, what periods will be assigned to the child will be on file in

the guidance counselor's office.

13. All information will be available to any teacher in the guidance counselor's office.
14. The reading teacher will decide when the pupil is considered corrected. A final reading test will determine the amount of growth the child has made. A child reaching the grade level on the final test is eliminated from the reading clinic. That information is relayed to the principal's office and to the guidance counselor.
15. At any time the pupil needs or shows indication of difficulty the child may be re-assigned to the reading clinic.
16. Each child is subjected to three reading tests throughout the school year.
17. The first and final test results are filed in the principal's office and in the guidance counselor's office.
18. All information and results are filed in the individual pupil's Cumulative Record.
19. The reading teacher has the privilege of eliminating any pupil from reading class for discipline reasons or lack of co-operative attitude.
20. Conferences of the English teachers, guidance counselors and reading teacher are held at least twice a year to discuss pupil problems, correlation of the programs and organization of new projects.

Planning the Program

To organize any type of program a plan must be made. The outline plan (see 1st semester outline plan) is flexible, depending upon the group, the procedure to be followed and the daily objective of the reading teacher.

This plan divides a 45 minute period. However, it might be altered if the aim and procedure varies.

Monday the time reserved for Phonics or Speech, would include:

1. Speech drill to correct speech errors in enunciation or pronunciation or;
2. Phonetic drill which would include syllabication, vocabulary building, word recognition, word drill or phrase drill.
3. This part of the period could be devoted to flash card drill, projection machine drill or
4. Oral review of previous drills or reading.

The oral reading follows the Phonetic or Speech drill or

1. Mimeographed drills in speech, oral drills in dictionary work, skimming, oral organization of factual material or written tests for use of the reading teacher for future remedial procedures.

The time allotment can vary, Speech drills being developed over the entire period or Oral Reading the entire period. Grades 7-8-9 follow the same procedure.

Tuesday plan also follows Monday's procedure:

Phonics could include, phrase drill, word drill, vocabulary development or speech drills. Oral work is the aim of the reading teacher for this section of the program if possible.

The area of Silent Reading is reserved for checking reading rate, independent study, using work books to check comprehension. This area of the period allows the reading teacher time for individual attention in reading or remedial speech.

Creative reading is usually reserved for 9th grade groups. Selecting their books, picking out a story and outlining their material for oral discussion develops independence, interest in various types of reading material and this time could be devoted to research.

The Wednesday plan calls for Silent Reading or Speed Drills. However this could combine silent and oral reading plus either oral or written comprehension.

Outlining for oral discussion could include oral class work followed by a written outline for future use. Skimming is found in this area and could fill a whole period.

Thursday allows time for Group Reading, oral or silent to allow the reading teacher an opportunity to give individual attention. Work books serve as a comprehensive check for the teacher.

Phonics could be developed around syllabication, word or phrase drill, synonyms, homonyms or antonyms which falls in the area of vocabulary development. This could be an oral exercise.

For variety and relaxation poetry is not forgotten. Occasionally the reading teacher devotes the entire period to orally reading a

story the children will enjoy.

Flash cards or projection machine drill plus oral discussion for the purpose of organization occupies the entire period as an integrated unit.

Audience reading is encouraged only if the reading teacher is certain it can be done to show improvement or for class discussion of how the whole group can benefit. This portion of the program needs careful guidance. Unkindness, sarcastic remarks or any unpleasantness must not enter the area of Audience Reading.

Friday might be reserved to complete "unfinished" Speech Drills, read orally any story not finished, free time for reading from the library table. Pantomimes, outside reading reports read orally or favorite speech drills reviewed might fill the entire period.

Each pupil has three reading periods weekly therefore the needs of the group must be the dominating factor.

This plan is merely a guide to the reading teacher, how the period can be divided to cover all the areas of corrective speech and reading.

FIRST SEMESTER OUTLINE

7th - 8th or 9th Grade

Program based on individual problems

Periods are 45 minutes in length

Child who stutters or stammers - Eliminated from Speed Drills

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Phonics Speech Oral- Reading Speech Comprehension	Phonics Oral- Reading Comprehension	Silent- Reading Speed Ex. Comprehension	Phonics Oral- Reading Group- Reading Speech Work Books or Poetry - Reading for pleasure	Vocabulary- Drill Speech Discuss outside Speech
<u>Grade 7</u>				
Phonics Oral- Reading Comprehension Speech Drills Correlating	Silent- Reading Speed Comprehension Work Books or (Drill Pro- cedures (Speech	Oral- Reading Speech Silent- Reading Comprehension (Outlining (Oral Dis- cussion (Speech	Silent- Reading Creative- Reading Speech Comprehension Flash Cards Phrasing Speech	(Vocabulary (Discussion (Speech Outside) Reading) Reports) Speech) Have good books on poetry avail- able for out- side reading
<u>Grade 8</u>				
Oral- Reading Speech <u>Grade 9</u>	Silent- Reading Speed Comprehension Creative- Reading Speech	Silent- Reading Comprehension Skimming Speech Outlining- Speech	Silent- Reading Comprehension Work Books or Audience) Reading) Speech)	Vocabulary- Drill Speech Audience Reading Speech

Introduction to Units and
Organization of the Program

The following units do not represent a year's work in a reading program in the Nashua Junior High School. They are a series of units designed to intergrate speech and remedial reading.

The units introduce various types of groups, common speech problems found in a school system catering to children of a foreign language background, motivation of units and various types of material that can be used to correlate with other school subjects.

Various devices have been used to develop interest, such as:

1. Voice Recording Machine.
2. Lantern Slides made by children for a Projector Machine.
3. Bulletin boards in the reading clinic.
4. Reading library table for reference material.

The units are also designed to show the various devices and motivation of the I. Q. ranges.

Each unit is an example of a typical unit that can be used in any secondary reading program designed to intergrate Speech and Reading.

The overall aim of this program is:

- I Care of Reading and Common Speech Errors.
- II Help in improved reading and speech.
- III Oral interpretation of the printed page with Expression.
- IV Improved Enunciation and Pronunciation.
- V Create an interest in improved speech and reading.

Unit I

The Happy Prince

Progress on Reading Road

Page 246

The Happy Prince

This story was selected for a group of children with high I.Q.'s, but who were having difficulty in comprehension. Reading rate was high but enunciation and pronunciation was poor. Endings were very poorly enunciated and especially noticeable was the failure to enunciate L sounds.

The majority of the group being girls was another reason for this selection.

Especially helpful to the problem was the large number of words in the story with the L sound and ing, ed, endings.

Aims

- I Improve Reading Rate
- II Improve Articulation
- III Improve Comprehension
- IV Develop awareness of clear Enunciation and Pronunciation Procedure

I At the beginning of the school year individual discussion of errors, after voice recordings had been made, was carried out between the reading teacher and pupil. This was the first unit after all recordings had been made and evaluated. Each child had tabulated his errors. This was followed by a discussion of the procedures to be followed in correcting these errors.

II The children were instructed to skim the story; there was a class discussion of the following:

- a. Type of story

b. Characters

List on board

c. Lesson that could be derived from the story

Each child explained the errors they noted in their voice recordings to the class. The class offered suggestions for improvement which were discussed before any speech or reading drills were taught. The decisions reached were.

- a. Speech drills should be included before each reading lesson. The emphasis was to be on improved speech and improved reading rate. The children decided that they should read slowly and keep in mind endings and pronunciation of L.

II The first drill, which was oral, was emphasis on endings. Mimeographed sheets were given to each child. (see Drill I)

The individual child was told to pronounce the word, and concentrate on endings. This list of words was taken from the story.

To interest the children and make them aware of the pronunciation, the tongue positions of ed and ing endings was discussed.

Lastly each child was asked to use one of these words in a sentence.

Oral reading of the story followed.

At the children's request, an additional copy of the mimeographed sheet was given to each child for independent study.

DRILL I

Pronounce these words emphasizing the endings.

cr y ing

dr ea m ing

st ay ing

al ight ing

l iv ed (ing)

l ov ed (ing)

l oft y

ug l in ess

ly ing

sw all ow

wh i le

t all

col umn

go ld

co ld

gl ow ed (ing)

wonder ful

beaut i ful

use ful

real ly

sen sib le

ta ble

n eed le

l it tle

Several periods were devoted to drill on endings. For variety the group read orally, "The Cataract of Lodore" by Robert Southey (Drill II). This served to emphasize Rhythm and Expression in addition to endings.

During the reading portion of the period, there was discussion of the meaning of these words which was taken from the poem:

cataract

caverns

rocks

writhing

eddyng

rebound

DRILL II

SPEECH DRILL-ORAL

This exercise has been used in oral reading to emphasize rhythm and expression in addition to endings.

The cataract strong
Then plunges along,
Striking and raging
As if war waging.
Its caverns and rocks among;
Rising and leaping,
Sinking and creeping,
Swelling and sweeping,
Showering and springing,
Flying and flinging.
Writhing and ringing,
Eddying and whisking,
Spouting and frisking,
Turning and twisting,
Around and around
With endless rebound.

Robert Southey,

"The Cataract of Lodore."

During another Speech section of the class period, the class discussed how the various phrases of the story could be read orally with expression and variety of pitch. The words to be emphasized were underlined on their mimeographed sheets.

Continuing their oral reading of the Happy Prince, the beginning of the story was reread and a transfer of expression, variety of pitch plus endings was emphasized. Reading rate was much slower, phrasing improved.

During the fifth class period, time was devoted to drill on the L sound. Drill III is a list of words containing the L sound which were taken from the story of the Happy Prince. Each drill was used during the first of the period several times.

Occasionally a child was selected to lead the drill, or "choral" groups formed. The class was divided into groups. Each group pronounced a certain number of words; the next group followed with the same number of words on the list. Oral evaluation was made by the group.

DRILL III

Drill to Improve L Sound.

ch illch ild rentr av el lingtr if lingfl y ingfi n al lycl ou dal ivedped es t alm ill ersag il ityc ath ed ralp al acet abledel ic iousfl owst eep lel oud erjew el erpull edg ild edal low ed (ing)r ight*A
Desai - couds*

During the time allotted for Speech, as the reading of the story progressed, enunciation drills were developed from the story and used orally. Phrases were selected that had not been read orally.

On the blackboard these phrases were written (See Drill 4); then mimeographed sheets were given the children for independent study.

Emphasis was placed on the endings first, then on the L sound, especially L blends, and lastly the whole phrase. During the reading portion of the period the story was finished.

DRILL IV

Read each phrase orally. Emphasize the underlined word using expression and variety of pitch.

muttered a disappointed man

looking like an angel

swallow felt lonely

the Reed made the most

graceful curtsies

his face was so beautiful

a woman seated at the

table sewing

little, thin, half starved

boy lying ill

he sank into a delicious

slumber

lonely young man in the

garret

"This is from some great

admirer

little match girl

fell down at his feet

"Little better than a beggar"

The Town Councilors looked

The Angel brought him the

leaden heart and the dead bird.

For evaluation of Word Meaning the drill from the blackboard which had been mimeographed was studied. Each phrase was taken individually and individual response was the basis for Pantomime. Each child acted out the meaning of a phrase and the class attempted to identify it.

As a result of class interest, several children requested rereading the story orally before a board of three judges selected from the class. Three periods were devoted to oral reading and class criticisms.

The judges based their decision on:

1. Reading Rate
2. Phrasing
3. Clear pronunciation of the L sound
4. Clear pronunciation of endings
5. Phrasing for Expression
6. Improved Enunciation and Pronunciation

The results of the unit was active group discussion, improved reading rate, improved comprehension, interest in Enunciation and Pronunciation and Variety of Pitch in Reading.

Unit II

The Highwayman

Progress on Reading Roads

Lyons and Camahan

Page 225

UNIT II

This unit has been used with high I. Q. groups, who have had difficulty in comprehension and faulty reading rate.

Poetry long ago was written so as to tell the story clearly and effectively in a sort of singing pattern which we call rhythm.

The Highwayman was selected because:

1. Of the appeal of the story
2. Of rhythmical arrangement
3. It would create interest
4. It would develop imagination
5. Of the variety "sound" words for Speech
6. Of the pleasing sound of vowels to create interest in comprehension

In Speech and Reading rhythm is an important factor. We find both very clearly portrayed in this selection.

Imagery for the purpose of conveying ideas and arousing emotions is another Speech and Reading factor. Imagination makes ideas live. The Highwayman conveys a vivid meaning.

Interest is most important in the reading of poetry. Reading aloud fulfills an appreciation for the composition.

The sound of the spoken verse will give full enjoyment to the quality of the poet's words.

The Highwayman

Aims

1. Create appreciation for poetry
2. Stimulate group discussion
3. Develop self expression
4. Improve the Voice

Procedures

1. To create appreciation and interest in the poem, the teacher read the poem aloud
2. Various parts of the poem were the source of class discussion which was led by the teacher. The story of the poem also was discussed.
3. The characters of the story were discussed next
4. The list of characters was written on the blackboard.
5. As the teacher listed the characters, the class found colorful or interesting phrases describing the characters
6. The teacher wrote the phrases volunteered from the class on the board
7. As the class skimmed the poetry, the teacher listed words that were unfamiliar on the board for dictionary drill. The class discussed the words for possible clues as to meaning.
8. The words that could not be identified were found in the dictionary. The children copied the unidentified words from the board and added the meaning found in the dictionary pertinent to the story of the poem. This phase of the poem was carried out without teacher help. While the class worked independently,

the teacher had an opportunity to give individual attention to pupils needing help in Speech or Reading

9. The dictionary drill was checked orally during class. The group who had received individual help joined the oral discussion of the dictionary drill. The class gave oral sentences with each word. This checked comprehension and also served as a vocabulary building exercise. During the oral discussion the teacher had an opportunity to check speech errors for further drill, plus enunciation and pronunciation drill. This technique was adopted to encourage self expression
10. To add interest and also improve comprehension the next phase was the discussion of the pictures from the bulletin board. The bulletin board of any reading clinic is of great importance. This space serves to display pictures, pupil's work and things of interest to the child. Encouraging the child to bring material for their bulletin board creates interest and serves as a contact to the home. An interested pupil is often a stimulant to parental interest. The following material which pertained to this unit on the bulletin board was discussed by the class:

1. The Highwayman
2. Bess
3. The Ostler

These three pictures were obtained from the Perry Picture Company, Boston, Massachusetts.

4. An Inn
5. King George's Men

The two latter pictures were cut from a discarded book. The pictures had been mounted on colored paper and served as valuable visual aids

11. Each picture was discussed by the class and the passage describing the picture was read aloud by a pupil
12. A written comprehension test was given (Test I) to check the children's need for further drill. The teacher gave individual help to any child having difficulty and noted the area of difficulty for further individual attention. The areas that presented difficulty were:

1. Finding word meaning from dictionary. The necessary remedial drill was individual dictionary drill
2. Help in organizing thinking. Having difficulty selecting the suitable meaning from the dictionary needs individual attention in word recognition and comprehension. It is better for a child to have the ability to define a word in his own language than to use dictionary wording to do so

Test I had been mimeographed and the class studied each word; then, if necessary, referred to their books or dictionaries.

TEST I

Written Lesson - Comprehension

Try to define each word from the content of the poem. Use your dictionary if it is necessary.

Define

1. highwayman
2. galleon
3. claret
4. rapier
5. ostler
6. casement
7. harry
8. cascade
9. twisted
10. writhed
11. shrieking
12. spurred

Drill I was an oral drill to develop Pitch, Volume, and Expression. Again mimeographed sheets were given to each child. The class read each phrase orally in chorus, decided word was to be emphasized, and why it was discussed. Each child volunteered to read a phrase orally and the class offered helpful suggestions. For the purpose of helping the slower child, Drill I was used, serving as a drill on comprehension plus expression and variety of pitch. While the teacher gave individual attention, the pupils used their mimeographed sheets and wrote one synonym for each word underlined twice.

Corrected drills were always discussed during class; the children felt free to comment on corrections.

DRILL I

Oral and Written Drill

1. Read underlined work with expression
2. Each word that is underlined twice, you are to find a synonym.

Use your dictionary if necessary.

1. ghostly galleon
2. gusty trees
3. highwayman came riding
4. he clattered and clashed
5. his eyes were hallows of
 madness
6. "One kiss, my bonny sweetheart"
7. King George's men came marching
8. with many a sniggering just
9. shattered her breast
10. his face grew gray
11. he spurred like a mad man
12. shot him down
13. taps with his whip on the
 shutters

Test II was given to the children who did not need individual attention. It was mimeographed and used as an independent study. The teacher worked with the slow group while the remainder of the class wrote their tests. Key Words had been taught before in reading and during the English class periods.

TEST II

Underline the key words in each phrase.

1. The moon was a ghostly galleon
2. The highwayman came riding
3. Bess, the landlord's black eyed
daughter
4. Bess could see, through her
casement
5. She twisted her hands behind her
6. The trigger at least was hers!
7. His face grew gray to hear
8. He lay in his blood

To further stimulate interest, comprehension and activity Drill 2 was used. Silent reading entered this area. The oak tag or cardboard must be large enough to have the phrase printed without crowding. Black crayon was used as a printing press was not available.

This pantomime proved very helpful to the reserved child in the group. The child who had hesitated to stand before the group for oral reading or discussion enjoyed the pantomime. Imagination was very evident throughout the class and much merriment was a result.

DRILL 2

Activity for interest, comprehension and appreciation.

PANTOMINE-PLAY STATUE

Each student is given a piece of cardboard with directions written on card. When called upon he comes to the front of the room portrays the instructions and the class guesses the portrayal. Much interest is aroused and students develop confidence.

1. The highwayman came riding
2. Bess plaiting a dark red
love-knot
3. Tim, his eyes were hallows
of madness
4. Dumb as a dog he listened
5. I shall be back with the
yellow gold
6. He kissed its waves in
the moonlight
7. She twisted her hands
8. He clattered and clashed

Test III was used for teacher evaluation. The group needing help was given the test, working with the teacher, as an oral test. The group who could work independently was given the written test on mimeographed sheets. The oral test was administered in another room, the group sitting around a table with the teacher. Each child had a mimeographed copy. The question was read orally and a child volunteered their choice. Group discussion followed after each question to check comprehension and vocabulary building.

TEST III

Multiple Choice-Oral and Written. Underline the word which completes the statement correctly.

1. a galleon is a
 - a. star
 - b. boat
 - c. spirit
2. highwayman means a
 - a. road
 - b. laborer
 - c. robber
3. rapier means
 - a. belt
 - b. short handled sword
 - c. ship
4. ostler is a
 - a. horse
 - b. stable hand
 - c. bandit
5. casement is associated with
 - a. castle door
 - b. window
 - c. path
6. musket means

- a. sword
- b. old gun
- c. sabre

7. trigger is associated with a

- a. bolt
- b. rapier
- c. gun

8. refrain means

- a. poem
- b. song
- c. story

After the poem had been read orally by the class again, the final Test IV was given as a written test to the entire class. Books could be used if necessary but they were not opened by any member of the class.

The culminating activity was Choral Speech. The choral arrangement may be found:

The Highwayman

Progress in Reading, Page 243

Lyons and Carnahan

TEST IV

COMPLETION TEST-ORAL OR WRITTEN

Fill in the blank with the correct word from the poem.

1. The road was a ribbon of _____
2. He's a _____ on his
forehead
3. His rapier _____ a-twinkle
4. Tim the ostler, _____
5. He _____ in the stirrups
6. A _____ came marching
7. She twister her _____ her
8. Then her _____ moved in the
twilight
9. _____ he spurred like a madman
10. With the _____ of _____ at his
throat

Results of the Unit

An appreciation for poetry, a definite improvement in dictionary drill, improvement in organization as well as a definite gain in comprehension resulted. Improvement in skimming and phrasing was also a definite gain.

Enunciation, pronunciation improved, poise, improvement in expression, variety of pitch also was a very definite result.

Unit III

Dinosaurs

Distant Doorways

Page 191

Silver Burdett Co.

UNIT II

This unit was an outgrowth of a unit in an eight grade science class. The boys, over age, with limited ability, are not interested in school. They plan to leave as soon as possible. Most of group, all boys, are taking a special Manual Arts program.

Their reading is confined to funny books, murder or detective stories. At home they have very few books, parents are employed in factories or mills. English is not spoken in the home.

The boys, if interested, have an excellent attitude and discipline is very good.

The material for this unit was limited in our school library. Therefore the library table was the source of information. Being familiar with this source, much outside reading was accomplished.

Reading material must be appealing, pictures colorful, and the reading level not above fifth grade if you are to hold their interest. Hand work appeals to them. Voice recordings had been made and corrective procedures developed to correct the h and th difficulty.

Lantern slides had not been made before. The projection machine had been used and enjoyed. They were much interested in making their own slides.

The span of attention of this group is short. A unit must not be time consuming.

One outstanding outgrowth of the unit was the freedom of standing before the group and explaining the slides. Many corrections in

speech were noted. Also a willingness to accept pupil help was evidenced.

"Dinosaurs" appealed to them because it was different and the story was adventurous. Also the science unit had been Pre Historic Man and Animals.

Dinosaurs

Aims

1. To interest a group of boys in reading for the purpose of worthy use of leisure time.
2. To improve speech, help in correcting substitution of d for th.
3. Develop confidence standing before a group.
4. Create interest in school and school reading program.

Procedures

At the beginning of the school year voice recordings had been made. Individual conferences had been held with the reading teacher. Errors had been discussed in reading and speech. Speech being very poor, emphasis was placed on this area. Reading could be improved very slowly if interest was created.

Oral class discussion about a Science Unit that had been taught in Science and a desire to learn something more about Dinosaurs was the beginning of the unit.

Speech drills for four class periods centered around words starting with the th sound. Words were listed on the board by the teacher. How words are built was explained by having flash cards of vowels on the chalk tray. Vowel a add th a t. Pronounce. Each boy was given a small hand mirror to see his tongue position. Word building of each vowel followed during Speech or the Phonics period. (See Reading and Phonics, J. B. Lippincott Co. New York, Page 51.

The children in the group skimmed the story of Dinosaurs and listed items of interest. A class discussion followed as each child read one of his questions. To teach organization of factual material the teacher outlined the questions on the board. The class then decided what they thought would be the most interesting and important questions. During the class group discussion the teacher listed words being mispronounced to be used for oral drill during the unit.

The teacher suggested to the class the use of making lantern slides of something pertaining to the unit. Class discussion followed. One member of the class suggested the idea of giving a lecture, using a series of slides. The final decision was reached by the class. Each child would select a picture, make their own slide, color it and arrange their slides in sequence, following the story. Therefore the story must be read orally first. The children read part of the story, the reading teacher read parts of the story orally to the class. The class selected their part of the story for their slide and lecture.

The next phase was led by the teacher asking the question, "When we speak before a group, what will be necessary to interest our audience?" A lively discussion followed, including the suggestion we speak clearly. Another child suggested improving the th sound and substitution of d for th sound. The teacher then suggested a speech drill before each reading lesson emphasizing the th sound and substitution of d for th. The children were encouraged to find words that needed drill.

The first drill used was;

Thirty Thousand Thoughtless Boys (Page 160)

Better Speech and Better Reading, Expression Company.

To create interest small mirrors were brought to class. Each child brought his own. The reading teacher asked the question, "When you say th where is your tongue. Look in the mirror. Now, where is your tongue when you say d?"

Mimeographed sheets were given to each child (see Drill I) and with the aid of mirrors a speech drill followed for three classes. The word was pronounced by an individual pupil standing in front of the room with his mirror, the remainder of the class watching for the sound. This drill was followed by Drill II--substituting th for d. The same procedure was followed, the class using mirrors for tongue position.

During the reading portion of the period the group worked independently or in small groups, selecting their picture for their lantern slide, skimming their reading books or reference material on the library table in the reading clinic for factual material. The reading teacher was available for individual attention.

Making the lantern slides was done during the reading period. Slides were purchased from E. A. Rice Company, Hollis, New Hampshire. A special type of crayon was bought from the same company, the crayons being used only on glass slides.

To carry on the Speech Drills, words that had been mispronounced during the oral reading of the story had been mimeographed. (See

Drill 4) After Drill 1-2-3 had been developed the reading teacher passed the mimeographed sheets of Drill 4 to the class. The suggestion was made by the teacher that improvement could be made on these words. The list was taken from words in the story. The list of words had been mispronounced.

Speech drills in syllabication were developed, each word being studied individually. Dictionary drill was combined with the syllabication. The teacher worked with the group as a whole. Each word was divided on the mimeographed sheet in syllables. Next each word was defined by the class. Dictionaries were used if necessary by the class. This was followed by an oral sentence using each word, the oral sentences being voluntary from the class. To develop vocabularies through an oral discussion by the class, a list of homonyms was written on the blackboard by the teacher. This list was not mimeographed, because it would be of little value for further drills.

To vary the drills 1 and 2 correcting the th sound, Drill 5 was mimeographed and passed to the class. Each sentence was read orally by the class. Next, by voluntary response each child read any sentence they wished. Oral discussion of pronunciation and enunciation was discussed. At this point the errors which had been made on the voice recording machine was mentioned by the reading teacher. The question was asked, "How do you think you have improved your speech?" Each child volunteered his area of difficulty, how he felt about his voice recording, and how his speech had been improved. This was done for the purpose of developing confidence in this group.

Drill I

th ereth eyth atth esethem selvesth reeth irtyth ousandth inkth ankth roughth oughth enth isth ere fore

Drill II

"TH" SUBSTITUTIONS IN FOREIGN ACCENT

ORAL DRILL

(USE MIRROR FOR TONGUE POSITION)

<u>th</u> in	<u>t</u> in
<u>th</u> ick	<u>t</u> ick
ba <u>th</u>	ba <u>t</u>
<u>th</u> en	<u>d</u> en
<u>th</u> rew	<u>t</u> ree
<u>th</u> ree	<u>t</u> ree
<u>th</u> ank	<u>t</u> ank
<u>th</u> ought	<u>t</u> aught
pa <u>th</u>	pa <u>t</u>
<u>th</u> ey	<u>d</u> ay
<u>th</u> ese	<u>d</u> ese
<u>th</u> ere	<u>d</u> ere
fa <u>th</u> er	fa <u>d</u> der ¹

¹Backus, Ollie L. Speech in Education. Longmans, Green & Company, New York, pp. 348-349

Drill III

Word Drill

dinosaurs

animals

skeleton

scientist

horses

California

havinghunt

ridge

camp fire

elephant

salt water marshes

enemies

teeth

millions

reptiles

happened

) Use in oral sentence

)

)

)

) Review drill on

) homonyms

)

)

)

Drill IV

WORDS FOR SPEECH - READING DRILL

Febr uary	govern ment
li br ary	man u facture
secr et ary	recognition
in tro duction	vis itor
similar	quantity
fig ure	soph o more
cir culation	l abor atory
pretty	mut ual
grad ually	us ually
ar gu ment	fin ally
s yr up	probably
or ange	act ually
pr esident	natur ally
regulation	generally
telephone	individual
captain	company
hundred	gentle men
terrible	candi date
particular	hesitation
comfortable	poetry

Diction Drill

fifths	widths
eights	cloths
sixths	oaths

As a culminating activity three class periods were devoted to finishing, coloring slides and individual attention on the factual material to be used as each child explained his slide when it was projected.

During the next class period each slide was shown and the owner explained his picture. Each report was about two minutes long.

The following period was devoted to oral discussion of their lecture by the class. The story from Distant Doorways was not re-read. The reason for this was because the group was interested in reading and suggested ideas for another unit. To sustain this interest their suggestion was followed.

The results of this unit was, interest in reading, independence finding factual material, confidence in developing and executing their own ideas to a successful and satisfactory conclusion, definite improvement in enunciation and pronunciation, an awareness of their speech error and how it might be improved.

Vocabulary building, organizing factual material and drill in skimming were also results of this unit.

Drill V

Shave the shingles Shirley.

The thousand things are for this
theatre.

Three thousand soldiers saw that.

Three-sixths equal six-twelfths.

Three months ago the thief was
seen in the thick of the thicket.¹

¹Anderson op. cit. p. 326

Unit IV

Oral Reading

Oral Discussion

Building a Book Case

UNIT IV

Aims

This unit was developed with a group of over age boys who were interested in Practical Arts, Agriculture, Electricity or the Machine Shop. They were in a special group not following a regular program schedule.

Reading as a school subject did not appeal to them, but was necessary if they were to continue their special program through the grammar school. Reading replaced the State Board of Education English requirement. Therefore, the major aim was to create an interest in reading because of the importance to them after they had left school.

This type of a group cannot follow the regularly organized reading plan.

The reading teacher working with this group must constantly keep in mind the emotional problems of the pupils. She must follow their interests, aiming toward pupil success and enjoyment. In this way their emotional problems are not increased. Therefore another aim of this unit was pupil success.

Because of frustration, lack of school success, home conditions, living in an undesirable neighborhood discipline was difficult. To offset this problem, interest was a major aim of this unit.

They enjoyed Practical Arts and doing something that would show evidence of their ability which was the final aim of the unit.

Summarizing the Aims

1. Enjoyment and value of reading.
2. Satisfy interest and help the group toward a satisfactory finished project.
3. Create interest in their work.
4. Help them find the level of their intelligence toward gainful, occupation after leaving school.
5. Confidence in their ability.

Procedure

1. The reading teacher during class period suggested ways of improving the appearance of the room. Individual comments by the class were received and discussed.
2. During the discussion, the teacher suggested an idea for new book shelves made by the boys.
3. Class discussion followed. The reading teacher listed on the board the important items that must be considered, the class volunteering their suggestions. The list on the board included:

Cost of the wood

Kind of bookshelves that could be made

How the size could be determined. The area was measured in class and put on the board.

Type of wood. Why? The reading teacher suggested finding out about other kinds of wood. Where could we find the information? This was followed up

during a later reading period.

The next item listed was the cost of the hardware needed. Hinges, knobs for the drawers that had been decided upon.

Where we would go for permission to build our project?

Who would help us?

The class after group discussion decided to elect one boy who would go to our principal for permission to build the book case. Nominations were made from the class. Voting followed and one boy selected. The reading teacher then suggested a class discussion of how the request would be handled. What would the boy say? How would he present himself so a favorable impression would be made? Why was it necessary to speak clearly with good enunciation and pronunciation. One boy suggested outlining the size, cost, who would build the book case and why it was needed. The class after discussion agreed a committee of two would approach the manual training teacher for his help and the use of the shop for the project. Through teacher guidance it was decided each boy would share in the project and assume the responsibility of finishing the project as quickly as possible. Time could not be wasted in the shop. Nominations followed and the class elected two boys to approach the manual training teacher.

During the next three periods the outline (Drill I) was organized by the class and the reading teacher, to submit to the principal and manual arts teacher. It included a list of material necessary to the project.

SPEECH AND REMEDIAL READING

Oral Discussion

Oral and Silent Reading

Study of pictures - Blue prints from Reference Material

Oral Discussion

Dotted Lines-what do they mean

Solid Lines-meaning

Arrows-direction arrow points why

Scale-how a scale is interpreted

Fractions-how they can be measured

Names of tools-use

Veneering hammer-used when

Tightening Cramps-importance of use

Class Problems - Book case

Oral Discussion

Drill I

Articles needed to complete project.

Group Discussion

- I. Wood Selected for
Cabinets

Why

- II. Tools necessary

- III. Casein Glue¹

- IV. Hinges - Fittings²

Variety

Importance

Cost

- V. Bolts

Flush type

Why

- VI. Nails - Screws

Types

Reason for

¹Hayward, op. cit., p. 149-155

²Ibid, p. 159

The reading material was found on the library table by the class, working in groups at the library table. Drill II is the list of books that were on the library table and served as reference material. The outline that had been previously developed served as a guide.

The next phase of the unit centered around oral discussion for two reading periods. The class and reading teacher discussed our representatives personal appearance when he went to the office, how the boys would look when they would apply for employment, the importance of speaking distinctly, courtesy necessary and the importance of having organized information.

Our request was granted and the manual training teacher was willing to co-operate.

To learn more about the various kinds of wood which was brought out in our planning outline in class we found the answers to the questions Drill III. Orally the class discussed the information they had found about wood with smooth surfaces, etc. following drill II I. On the bulletin board the posters furnished by the Coca-Cola Company, New York on the unit Lumber were used to explain and show the various grain of wood, where it is grown, how the trees are cut, shipped and sawed into lumber. Each step was discussed orally in class.

Several words were found during independent research and each child brought their list to class for help by the reading teacher. This list was written on the blackboard by the reading teacher, and discussed. The list was mimeographed for the next reading period and each child given a copy. One reading period was devoted to

Drill II

BIBLIOGRAPHY UNIT* CABINET MAKING

1. Tools for Woodwork - Charles H. Hayward
J. B. Lippincott Company, New York
2. Practical Veneering - Charles H. Hayward
J. B. Lippincott Company, New York
3. Wood work for Beginners, Charles H. Hayward
J. B. Lippincott Company, New York
4. Carpentry for Beginners - Charles Hayward
J. B. Lippincott Company, New York
5. Cabinet Making for Beginners
Charles H. Hayward
J. B. Lippincott, New York
6. Staining and Polishing
Charles H. Hayward
J. B. Lippincott, New York

Drill III

Topics for Oral Talks

- I. Wood with smooth surfaces - use
- II. Grain of wood - Importance, why
- III. Varieties - list various types on board
- IV. Soft woods - list various types on board
- V. Types of Pine
Qualities
- VI. Plywoods - meaning value
Commonest
Care in Manufacturing
- VII. Pupils locate types of wood from large wall
charts furnished free.

Coco-Cola Company, New York, N. Y.

Drill IV

Define - Use each word in an oral sentence.

SPEECH AND REMEDIAL READING

grooves

chisel

dove tail

tenoned

counter sunk

rebates

mortise

cab riote legs

dowels

mitre

cornice

frieze piece

veneer

dictionary work, the teacher working with the group. The class discussed the various meanings of the word and chose the meanings appropriate to their need. The definition was written on their mimeographed sheets. The teacher worked with the group and each word was defined, voluntary response from the class gave an oral sentence before the next word was studied.

For the next phase of the unit mimeographed sheets, Drill 5, were distributed. The outline of questions for oral discussion was the original outline mimeographed. Three classes were devoted to an overall review of the reading, oral discussions were reviewed and any points needing clarification were discussed orally by the class and teacher. This was for the purpose of eliminating confusions, clarifying the project to date and an opportunity for the teacher to check comprehension for further drill.

Drill 6 is a list of phrases which needed further clarification. The phrase drill was written on the board, each phrase explained orally by the reading teacher. Class oral discussion followed; the follow up was oral reading from Cabinet Making for Beginners p. 98-107. During the oral reading, class discussion was injected if the class failed to grasp any point.

As the unit progressed one outstanding speech error was an elimination of the s sound and in reading f confusion of the s sound and c sound. During a previous unit drills to eliminate the confusion of c and k sounds had been taught.

Drill V

Read story orally. Outline answers
to questions asked in the story.

SPEECH AND REMEDIAL READING

Outline of questions for oral

discussion Unit - Cabinet Making

After research - discussion

Outline on board for committee reports

Principal manual training teacher

I. How it will be constructed

Shrinkage

Soft wood

II. Kind of wood

Why we are using pine

III. Kind of finish

IV. Explain meaning of carcasses¹

¹Hayward, Charles H., Cabinet Making for Beginners. J. B. Lippincott Company, New York. p. 34-35

Drill VI

SPEECH AND REMEDIAL READING

Oral Reading¹

Oral Discussion - What each word or phrase means

Phrase Drill - Blackboard - Discuss

1. Dovetailed drawer
2. lap dovetailed
3. through - dovetailed
4. grooved slips
5. plywood is generally used
6. can be rebated
7. chiselled off
8. surplus planned away
9. block of waste wood

¹Hayward, op. cit., p. 98-107

To eliminate further confusion correction and recognition of the s sound was planned. When this confusion is corrected it is hoped the area of k, c, and s recognition will be cleared.

As the unit neared completion the reading teacher had mimeographed Drills 8, 9, 10. Each child was given a copy. The reading teacher explained their speech error and hoped the drills would be beneficial to them. After class discussion the class decided they would review each sheet five minutes before the reading period. During three reading periods the remainder of the time was spent orally discussing the meaning of each word in the speech drill and using each sentence in an oral sentence.

During the manual arts period the plans were drawn, and book shelves made.

It will be noted the speech drills were not a part of the reading period. The boys were interested in the unit and would not be interested in the combination of speech drills and oral reading. However, when their unit was almost completed they could be interested in the errors that had been made. This type of class cannot concentrate on several areas of a unit at one time, therefore the unit is broken down into definite areas. Speech drills can be transferred to further class discussions.

Drill VIII

SPEECH DRILLS IN REMEDIAL READING

QUICKIES (5 MINUTE DRILLS)

EMPHASIZE TONGUE POSITION

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
say	pussy	us
same	answer	mouse
sigh	myself	house
soap	herself	horse
soup	sunset	this
search	outside	grass
seed	useful	bus
sing	Bessie	yea
song	guessing	cups
sane	Christmas	rocks
seat	possible	books
sight	yesterday	cakes
sought	chasing	keeps

Drill IX

SPEECH DRILL IN REMEDIAL READING

QUICKIES (5 MINUTE DRILL ts)

hats

rats

nuts

pets

goats

paints

sts

nests

rests

guests

dusts

trusts

posts

wastes

tastes

costs

Results of Unit

The most important result was the construction under the supervision of the manual training teacher. Confidence, a feeling of success, personal satisfaction of each pupil contributing their share to a worth while project was of major importance.

In reading, dictionary drill, skimming, use of reference material and phrase drill was of value.

The fact that the boys were willing to discuss their project, accept suggestions and criticisms cheerful was a definite growth for the group.

Self confidence was instilled in the group because they had planned the project, approached the principal for permission to build the bookcase and finally doing the work in the shop.

Confusions in word recognition and poor enunciation and pronunciation are improving.

Evaluation of Speech

Reading can be very easily evaluated in any school system. Many excellent standard reading tests which have been validated in all areas of reading are available at a nominal cost.

However, the problem of evaluating the area of speech in a reading program presents a very different problem. Standardized speech tests are not available. The normal method is that of the objective judgement of a trained speech teacher using a rating chart. The system of evaluating the speech used in this program has followed an experimental pattern:

Eight persons, interested in the field of speech, were selected. They were two school administrators, four English teachers from the secondary field, and two welfare workers interested in speech and acquainted with the school system. These persons listened to recordings made at the beginning and end of the program which indicated whether, in their judgement, any improvement in speech had taken place.

These two recordings were the basis of evaluation. All the groups in this experiment, were used throughout this speech program, which included the complete school year.

Group I Group of children who have entered Nashus, New Hampshire, school system from Greece; non English.

Group II French speaking group who speak French in the home.

Group III English speaking group with high I. Q. but having a reading difficulty and poor speech habits.

Group IV English speaking groups low I. Q.'s having a reading difficulty and poor speech habits.

The judges heard two recordings of each child. The pair of recordings for each student were played twice in random order. In one instance, the sequence was before, then after. In the other instance, the order was reversed. The judges were asked to indicate the order in which they thought the recordings were made. Improvement would exist if at least 75% of the judges selected correctly the actual order in which the recordings were made.

The graph identifies the result.

Group Number	No. in group	No. P. G.	No. Imp.	No. Neg.	No. Fail.	Total
I	8	3	3	1	1	8
II	34	4	22	3	5	34
III	16	2	13	0	1	16
IV	32	0	20	4	8	32
Total	90	9	58	8	15	90

P.G. Positive gains--100% opinion of judges

Imp. Improvement -- $87\frac{1}{2}\%$ -75% opinion of judges

Neg. Negative -- 65%-50% of opinion of judges

Failure -- $37\frac{1}{2}\%$ opinion of judges

Evaluation of Reading

The Gates Survey Test Form II was used for the first and last reading test. Each pupil has been in the reading clinic during the complete school year.

The first test was administered the first of the school year. The last test the first week in May of the same school year. One exception was Group I. This group was tested in reading in May only, because they did not speak English at the beginning of the school year.

For individual scores of reading and speech see Appendix.

Gain in reading ability made during one year of remedial reading.

Gains-- months	Group II	Group III	Group IV	Totals
25-29	3	0	0	3
20-24	1	1	0	2
15-19	6	2	4	12
10-14 ³ *	11	6	3	20
5-9	4	2	10	16
0-4	9	6	5	20
Total	34	17	22	73

*Nymber student who have made normal reading improvement during the year. Scores above made above average normal expectancey. Scores below needing possible continuation of program.

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APPENDIX

Evaluation of Speech Program

Group I Children from Greece		No English background
Name	% of judges	Analysis of reading teacher
Paula	60 %	Negative
Costas	100 %	Positive gain
Anastasias	87½%	Improvement
Jimmy	100 %	Positive gain
Regis	37½%	Failure
Bessie	75 %	Improvement
Odyssey	100 %	Positive gain
Elaine	87½%	Improvement

Results

3-Positive gain

3-Improvement

1-Negative

1-Failure

Group II - French Speaking Group

Name	% of judges	Analysis of reading teacher
Rachel	62½%	Negative
Claire	75%	Improvement
Robert C.	50 %	Negative
Sylvio	75 %	Improvement
Armand	87½%	Improvement
Paul R.	75 %	Improvement
Eugene M.	75 %	Improvement
Norman G.	37½%	Failure
Eugene R.	87½%	Improvement
Evelyn V.	50 %	Negative
Emma G.	100 %	Positive gain
Claire N.	25 %	Failure
Sandra P.	87½%	Improvement
Carol P.	87½%	Improvement
Claire L.	12½%	Failure
Wilfred G.	87½%	Improvement
Pauline B.	75 %	Improvement
Waymus B.	87½%	Improvement
Raymond B.	100 %	Positive gain
Raymond M.	87½%	Improvement
Lorraine	75 %	Improvement
Jeannette F.	87½%	Improvement
Ray F.	87½%	Improvement
Robert C.	75 %	Improvement
Laurette	25 %	Failure
Richard L.	12½%	Failure
Paul L.	75 %	Improvement
Leonard M.	87½%	Improvement
Donald G.	87½%	Improvement
Jeannette	12½%	Failure
Jean	87½%	Improvement
Estelle	100 %	Positive gain
Janice	100 %	Positive gain
Shirley	75 %	Improvement

Results

5-Failure
4-Positive gain
22-Improvement
3-Negative

Group III Average-Above I. Q.
Children-English Speaking Homes

Name	% of judges	Analysis of reading teacher
Carol G.	12 $\frac{1}{2}$ %	Failure
Jean	87 $\frac{1}{2}$ %	Improvement
Carol R.	87 $\frac{1}{2}$ %	Improvement
Barbara B.	100 %	Positive gain
June	100 %	Positive gain
Judith	75 %	Improvement
Charlotte K.	87 $\frac{1}{2}$ %	Improvement
Judy G.	87 $\frac{1}{2}$ %	Improvement
Charlotte C.	75 %	Improvement
Bryant	87 $\frac{1}{2}$ %	Improvement
Kenneth B.	87 $\frac{1}{2}$ %	Improvement
Marilyn M.	87 $\frac{1}{2}$ %	Improvement
Billy C.	75 %	Improvement
Ann T.	87 $\frac{1}{2}$ %	Improvement
Marlene	87 $\frac{1}{2}$ %	Improvement
Muriel	75 %	Improvement

Results

- 1-Failure
- 2-Positive gain
- 13-Improvement
- 0-Negative

Group IV I. Q. Range 88-102
Children-English Speaking Homes

Name	% of judges	Analysis of reading teacher
Joan S.	75 %	Improvement
Claire M.	25 %	Failure
Philip M.	75 %	Improvement
Richard B.	25 %	Failure
George R.	12½%	Failure
Marilyn P.	87½%	Improvement
John R.	12½%	Failure
Donald B.	75 %	Improvement
Brian	87½%	Improvement
Clifford	37½%	Failure
William P.	87½%	Improvement
Robert Leighton	12½%	Failure
Carol Austin	75 %	Improvement
Robert Hirseh	50 %	Negative
Robert Ackroyd	75 %	Improvement
Bill Q.	50 %	Negative
Richard Lavoie	25 %	Failure
Leonard L.	75 %	Improvement
Raymond O.	50 %	Negative
Richard Porter	75 %	Improvement
Barbara F.	87½%	Improvement
Priscilla W.	87½%	Improvement
Denise	87½%	Improvement
Denyse U.	75 %	Improvement
Marilyn H.	75 %	Improvement
Barbara C.	75 %	Improvement
Betty Ann	87½%	Improvement
Lewis S.	12½%	Failure
James T.	75 %	Improvement
Richard T.	62½%	Negative
Erwin	75 %	Improvement
Donald Fiasco	75 %	Improvement

Results

0-Positive gain
8-Failure
4-Negative
20-Improvement

GRAPH - READING EVALUATION

Group I - Children from Greece

1 reading test (Gates Survey) - May

<u>Name</u>	<u>Voc. R. G.</u>	<u>Comp. R. G.</u>	<u>Speed</u>	<u>Result</u>
Paula	4.3	5.9	3.9	4.7
Costas	5.2	7.1	3.8	5.4
Anastasia	4.9	6.2	4.9	5.3
Jimmy	6.4	7.2	4.9	6.5
Regis	2.3	3.1	2.9	2.8
Bessie	5.2	3.8	3.8	4.3
Odyssey	7.1	5.2	3.8	5.4
Elaine	5.9	3.9	3.9	4.6

R. G. - Reading Grade

Voc. - Vocabulary

Comp. - Comprehension

Speed - Reading Rate

GROUP II - FRENCH SPEAKING GROUP

<u>Name</u>	<u>Voc. R.G.</u>	<u>Comp. R.G.</u>	<u>Speed-R.G.</u>	<u>Final R.G.</u>
Rachel	4.3 5.1	4.6 5.2	4.8 5.0	4.6) 5.1) 5 mo.
Claire	6.2 7.1	5.4 7.3	5.2 6.9	5.6) 7.1) 17 mo.
Robert C.	6.1 6.3	6.1 6.1	6.1 6.5	6.1) 6.5) 4 mo.
Sylvio	6.5 6.9	6.9 6.8	7.8 8.1	7.1) 7.3) 2 mo.
Armand	6.8 7.9	5.7 8.2	6.4 7.1	6.3) 7.7) 16 mo.
Paul R.	6.7 6.8	7.2 7.9	5.3 7.1	6.4) 7.3) 9 mo.
Eugene M.	6.9 7.4	7.2 8.1	5.3 4.9	6.5) 6.8) 3 mo.
Norman G.	6.8 8.1	7.2 9.0	5.8 6.1	6.6) 7.7) 13 mo.
Eugene R.	5.9 7.2	6.4 8.3	6.2 6.4	6.2) 7.6) 16 mo.
Evelyn V.	4.3 6.1	6.8 7.1	7.2 6.3	6.1) 6.5) 4 mo.
Emma G.	6.1 8.2	4.3 7.9	5.3 7.1	5.2) 7.7) 29 mo.
Claire N.	6.4 6.4	6.1 6.3	4.3 4.3	5.5) 5.7) 2 mo.
Sandra P.	6.9 7.6	6.4 7.9	5.2 6.8	6.2) 7.4) 14 mo.
Carol P.	7.0 7.1	6.4 6.9	7.0 7.0	6.8) 7.0) 2 mo.
Claire L.	6.3 6.9	7.0 7.3	6.4 6.9	6.6) 7.0) 4 mo.

GROUP II--FRENCH SPEAKING GROUP
(continued)

<u>Name</u>	<u>Voc. R.G.</u>	<u>Comp. R.G.</u>	<u>Speed-R.G.</u>	<u>Final R.G.</u>
Wilfred G.	5.8 6.1	5.8 6.0	6.1 6.8	5.9) 6.3) 4 mo.
Pauline B.	5.6 8.0	5.9 7.6	4.2 7.5	5.2) 7.7) 29 mo.
Waymus B.	4.2 4.2	4.4 5.1	3.2 4.1	4.0) 4.5) 5 mo.
Raymond B.	5.6 5.9	4.9 6.2	4.2 5.1	4.9) 5.7) 8 mo.
Raymond M.	6.1 8.0	6.0 7.6	6.0 6.0	6.0) 7.2) 14 mo.
Lorraine	7.0 9.0	8.1 9.0	6.2 8.4	7.1) 8.8) 19 mo.

Group II - Continued

	<u>Voc.</u>	<u>Comp.</u>	<u>Speed</u>	<u>Final</u> <u>R.</u> <u>G.</u>
Jeannette F.	6.1 6.9	7.2 7.4	6.1 8.1	6.5) 7.5) 12 mo.
May F.	3.6 4.2	7.4 5.8	3.9 7.2	4.10) 5.8) 10 mo.
Robert C.	4.9 7.2	6.8 8.3	5.4 7.1	5.7) 7.5) 20 mo.
Laurette	3.2 7.1	6.4 7.9	7.0 7.9	5.5) 7.6) 25 mo.
Richard L.	6.8 7.9	7.2 9.0	6.4 7.0	6.8) 7.10) 14 mo.
Paul L.	5.9 7.0	6.3 9.0	4.6 4.9	5.6) 6.10) 16 mo.
Leonard M.	5.4 6.3	7.0 6.0	6.3 7.5	6.2) 6.6) 4 mo.
Donald G.	4.8 3.6	5.4 7.9	5.3 7.0	5.2) 6.2) 12 mo.
Jeanette	4.2 7.0	4.9 6.9	7.9 6.4	5.7) 6.8) 13 mo.
Jean	5.9 7.0	6.4 8.0	7.2 8.0	6.5) 7.7) 14 mo.
Estelle	5.6 4.9	7.2 9.0	6.4 8.0	6.4) 7.3) 11 mo.
Janice	4.3 7.0	6.9 7.4	7.2 7.9	6.1) 7.4) 15 mo.
Shirley	5.6 4.9	6.4 9.0	6.5 7.9	6.2) 7.3) 13 mo.

GROUP III ENGLISH - AVERAGE ABOVE I Q

	<u>Voc.</u>	<u>Comp.</u>	<u>Speed</u>	<u>Final</u>
Carol G.	6.4 8.2	6.0 9.0	8.1 7.0	6.5) 8.1) 18 mo.
Jean	7.9 9.0	6.1 8.0	8.2 8.0	7.4) 8.3) 13 mo.
Carol R.	7.0 7.0	6.1 8.4	7.9 7.4	7.0) 7.6) 6 mo.
Barbara B.	6.0 7.5	7.9 9.0	9.0 8.0	7.6) 8.2) 16 mo.
June	7.9 8.7	6.4 7.9	6.3 7.0	6.9) 7.9) 12
Judith	7.9 8.7	7.0 8.0	9.0 8.1	7.9) 8.3) 4 mo.
Charlotte K.	6.4 8.3	7.5 9.0	8.6 8.5	7.5) 8.6) 13 mo.
Judy G.	9.0 9.0	6.5 8.9	9.7 8.1	8.4) 8.7) 3 mo.
Charlotte C.	6.0 7.2	7.9 9.0	8.4 7.0	7.4) 7.8) 4 mo.
Bryant	9.0 9.0	8.0 9.4	7.6 8.1	8.2) 8.8) 6 mo.
Kenneth B.	7.9 8.2	8.4 8.6	9.0 8.3	8.4) 8.4) 0
Marilyn M.	6.5 7.9	6.3 8.0	8.7 8.0	7.2) 7.10) 8 mo.
Billy C.	7.8 8.4	7.0 9.0	8.3 8.3	7.7) 8.6) 11 mo.
Ann T.	7.5 8.0	9.2 9.9	6.4 7.9	7.7) 8.6) 11 mo.
Marlene	7.4 8.3	8.1 9.0	8.8 8.0	8.1) 8.4) 3 mo.
Muriel	6.9 7.4	8.0 9.0	7.0 8.2	7.3) 8.2) 11 mo.

GROUP IV I Q 88-102
LOW I Q ENGLISH SPEAKING

	<u>Voc.</u>	<u>Comp.</u>	<u>Speed</u>	<u>Final</u>
Joan	7.1 7.3	6.4 6.4	7.0 7.7	6.8) 7.1) 3 mo.
Claire	7.1 7.2	6.4 7.5	6.0 6.8	6.5) 7.2) 7 mo.
Philip	5.4 6.1	4.2 4.5	4.9 5.1	4.8) 5.2) 6 mo.
Richard	6.8 7.2	7.6 7.6	6.4 6.4	7.1) 7.7) 6 mo.
George R.	7.4 7.4	6.3 6.9	5.9 6.1	6.5) 6.8) mo.
Marilyn P.	4.9 7.0	6.2 7.4	5.9 7.0	5.7) 7.1) 16 mo.
John R.	4.3 5.2	7.0 7.2	6.1 6.2	5.8) 6.2) 4 mo.
Donald B.	6.1 7.2	7.4 7.9	7.0 7.4	6.8) 7.5) 7 mo.
Brian	6.4 7.4	6.3 8.6	7.0 7.6	6.6) 7.9) 15 mo.
Clifford	7.2 8.4	8.1 6.9	9.0 7.4	8.1) 7.8) 3 mo.
William P.	4.9 7.2	6.9 7.9	8.0 8.0	6.6) 7.7) 13 mo.
Bob L.	6.4 8.0	7.0 7.0	7.2 7.3	6.9) 7.5) 6 mo.
Carol A.	7.4 8.3	7.5 8.4	6.3 8.0	7.1) 8.2) 13 mo.
Rob H.	7.2 7.6	8.1 9.1	7.2 8.3	7.5) 8.3) 8 mo.
Rob Gck.	7.9 9.0	6.4 8.2	7.6 7.9	7.3) 8.4) 13 mo.

	<u>Voc.</u>	<u>Comp.</u>	<u>Speed</u>	<u>Final</u>
Bill Q.	5.9 7.0	6.4 7.4	5.9 8.0	6.1) 7.5) 16 mo.
Richard L.	6.4 7.5	7.0 8.3	6.2 6.2	6.5) 7.3) 8 mo.
Raymond C.	5.4 7.0	6.3 7.4	8.1 7.6	6.6) 7.3) 7 mo.
Richard P.	6.2 6.4	7.5 7.9	8.0 8.9	7.2) 7.7) 4 mo.
Barbara F.	7.0 7.9	8.0 8.9	7.5 7.9	7.5) 8.2) 6 mo.
Pricilla W.	6.4 7.9	7.3 6.5	6.4 8.0	6.7) 7.5) 8 mo.
Denise	4.7 7.0	6.2 7.9	7.7 8.7	6.2) 8.5) 15 mo.

G R O U P I V Continued

	<u>Voc.</u>	<u>Comp.</u>	<u>Speed</u>	<u>Final</u>	
Denyse	4.9 7.2	6.3 6.9	7.2 7.9	6.1) 7.3)	8 mo.
Marilyn H.	7.6 7.4	8.2 8.7	3.6 5.4	6.5) 7.2)	7 mo.
Barbara C.	4.7 6.4	5.9 7.0	6.5 7.0	5.7) 6.8)	13 mo.
Betty Ann	7.2 8.1	6.4 7.2	7.5 8.0	7.0) 7.8)	8 mo.
Lewis S.	5.3 7.4	7.2 7.9	6.7 7.2	6.4) 7.5)	13 mo.
James T.	5.9 7.0	6.4 8.1	7.6 7.9	6.6) 7.7)	13 mo.
Richard T.	7.5 8.1	7.2 8.0	6.5 7.6	7.1) 7.9)	8 mo.
Erwin	8.2 8.4	6.3 7.6	6.4 8.0	6.10) 7.0)	2 mo.
Donald	9.0 9.0	6.3 8.2	7.4 7.5	7.6) 8.3)	7 mo.